**Chapters 6,7 UbD and 5,6 MI**

Chapter 5 of MI talks about being an educator of all the intelligences, which is similar to chapter 7 of UbD and the WHERETO framework. They are worded different but they are similar. The T in WHERETO is for Tailor. It means to tailor the teaching and learning activities to address the different types of leaners. DI and MI are similar because DI accounts for more factors, but MI goes into great detail about the intelligences and activities around them. The MI book gives a lot of ways to teach to different intelligences in chapter 6, which could be a difference in the books because Mi focuses a lot on specific ways to teach different leaners whereas DI is more broad and talks about differentiation as a whole.

By changing the different elements of the classroom environment, the teacher can reach different intelligences from different people. This is not asking the teacher to be an expert in every different areas, but is asking that the teacher always be developing approaches that benefit the students. This is similar to what we've been learning through the meaningful engaged learning model.

Understanding the material should be the most important aspect of teaching. If you cover too many different topics in a year, the students won't retain much of what they've heard (or not heard). When you teach students to understand the material, you then become a successful teacher. The more successful of a teacher you become, the better you are able to get the students to a level of understanding, allowing you to cover more topics.

**Chapters 7,9,13,14 MI**

Something that came up a lot throughout the four chapters was the importance of teachers showing students different learning styles. I think this is important because you can help students develop their own learning styles that could involve the different types. Allowing students to have choices gives them some control in their learning and hopefully keeps them more engaged and active as they begin to understand. Gardner says, “These environments provide a setting for learning that is hands-on, interdisciplinary, based on real-life contexts, and set in an informal atmosphere that promotes free inquiry into novel materials and situations” (p.125). By taking these ideas and giving students examples of how they are used and integrated outside of school, I believe we will be able to make students care more about what they are learning and by providing meaning to what I will be teaching them hopefully they will not question “why” we are learning such information. This is shown throughout the Meaningful Engaged Learning Model that we've recently discussed.

Cultural diversity is something that is very important when teaching on the Multiple Intelligences theory. Career Counseling is another fine example of how easy it is to bring variety in your classroom, by showing students and discussing with students what they want their futures to look like. This could also help get students talking to each other about what they want to do and how they plan to do it. There are many different occupational examples that give light to each intelligence. There are many resources that show what types of jobs go along with the different types of intelligences and discuss why and how, for example, a linguistic learner would be a good writer. The overall theme of these chapters is about providing various teaching styles and techniques that appeal to all the intelligences not only to get in touch with every student's needs, but also to help the students understand all the different types as well.

**Chapters 8 UbD and 8,11,12 MI**

Chapter eight of UbD/DI focuses on grading and reporting. Interestingly, the books suggest that the majority of assessments should not be graded. I think this is very true especially in the early stages of a unit when student are just learning a topic, how can we grade them on mastery when they haven't even had time to master anything. I think a lot of times the biggest problem with not grading is if students know something won't be graded, then they won't try hard or do their best on it. I think in this case it's important to disregard grading as an overarching topic and worry about the quality of work students are passing it before jumping to grades. When giving grades, it's definitely important for teachers to specify what a students grade signifies and give them reasons for why they got the grade they did, also to explain the grading system before a project not after. For me grading isn't as important as making sure my students are engaged and care about what they are learning. It's crucial to me that my students care about their health and want to be healthy throughout their lives, not just coming to my class to get an A on a test.

Chapter eight of MI talks about using students’ multiple intelligences as a way to get their attention. For example: a student is goofing off and distracting other students in your class, using your knowledge of his/her interests, you contemplate what intelligence they might be and alter your lesson to engage this type of learner so that everyone can be focused. Chapter twelve focused on student cognition and how it plays a role in the classroom and MI theory. While teaching, determining what students are thinking and what they are mastering is essential. By categorizing each students’ knowledge and applying it to the class it will not only make the student more likely to succeed, but it will help make evaluation more accurate. Overall, these chapters talked about how student achievement is not well shown with exams, but helping students work around any number of factors and providing them opportunities for success is a much better way to get them where they need to be.

**Chapters 7,8,9,10 FIAE**

There are so many ideas and perspectives on grading. Some teachers really want their students to succeed and some teachers seem to just attach a letter grade without thinking about how it reflects the student’s mastery. As a student, I know I want to know what I did wrong and what exactly I did right. The answers to these questions would help me later on to make sure that I either get a better grade next time or ensure that I get another good grade. I would compare my answers with a friend and sometimes we would be unable to see what one person did better than the other. Sometimes, my teachers would give the class opportunities to re-hand in an assignment if the grades were low, but she wouldn't tell us what the right answers were. This would really help students to engage themselves in their own learning and work hard to figure out what the answer would be.  
  
Chapter seven was about the different views on grades and how they are opinionated. Chapter eight talked about the different sides/reasons of grading. It divided the reasons into two categories. One category is to motivate, punish and sort students. The other category is for documenting teacher and student progress, to provide feedback and to inform instructional decisions. Chapter nine was about timing in terms of grading and homework. As teachers we must make sure not to teach through homework because students can actually suffer from it. I think if a teacher tries to teach through homework, a student could not get all the information they need to know, where then when assessment time came, they wouldn't be able to refer to all the correct information. Chapter ten was about the retaking policy when it comes to tests and homework. I can relate to this chapter because of the many policies that I have seen. I am uncertain as to what my personal retake policy will be but I want to make sure that it is for the student benefit without them taking advantage of it. I have seen situations where students will not try as hard on something but they know they will have an opportunity to retake it when they have more time. I think it is important to leave retakes only to certain situations to try and avoid this.

**Chapters 11,12,13,14 FIAE**

Chapters 11-14 in FIAE largely focus on grading in the classroom. There are several methods that are suggested to influence your grading, but one that really stood out to me was using a 60 in place of anything below a 60. I don’t think there is any benefit in a student knowing they scored lower than a 60 on an assignment. Failing is failing, and maybe instead of writing the students 32 on the test, write them a note to meet with you. Another method is grading by weight of assignment, not by numbers. For example, an essay would carry more grading weight than a quick write homework assignment. So if a student misses the textbook assignment, that failed grade does not impact in the same way a missed essay does. This is how most of my teachers graded our work throughout high school and has been carried on throughout my college years, so I would definitely like to keep this method within my future classes.  
  
I feel grading is a very important topic to discuss in a classroom. It is also important to keep students in the loop about their grades. Why they receive certain grades, how they can improve, where their strengths and weaknesses are, etc. There are so many different aspects to grading, late work, weighted grades, deductions, grade books/keeping track of grades, and other aspects that I do not yet know but will soon need to consider. I think that at the end of the day, an assignment should be graded more on its content than it’s ability to follow guidelines, although that has importance as well. I think that students should be focused on understanding the content and completing the assignment, than completing the technicalities of an assignment. I think this has a lot to do with why students do work for the grade and not to understand the material. If students had less guidelines and put more effort into making quality work that showed mastery, we’d have students who are better off with their learning. I would much rather have paper that is 2 pages shy of a length requirement with quality thought and full of content, than a paper that is the required length but says nothing of importance to what the class had been learning. Students and teachers are too focused on quantitative information, than qualitative. Both want to know how to grade an assignment and what the final grades will be, rather than understanding the information being presented.